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| Element | Excelling | Developing | Beginning | Struggling |
| Lesson Design | Lesson has a clear focus documenting objectives and key lesson details. State standards are listed and aligned with district curriculum. Lesson design addresses multiple learning styles and has a strong rigor and relevance. | Lesson has a focus documenting objectives and key lesson details. State standards are listed and aligned with district curriculum. Lesson addresses multiple learning styles and has rigor and relevance. | Lesson has focus but may not be clear. Objectives and key lesson details may not be apparent. Shows standards that are aligned to district curriculum. Lacks rigor or relevance. | Lesson lacks focus. Missing or limited objectives and/or details. There are no state standards listed and no alignment to the district curriculum. No rigor or relevance. |
| Lesson Organization and Delivery | Lesson is well organized. Delivery has a smooth flow with no disruptions. Shows use of information learned in professional development with no lost learning time. Consistent layout maximizes student’s ability to follow the direction of the lesson. | Lesson is organized. Delivery is generally smooth with few disruptions. Shows use of some information learned in professional development with no lost learning time. Layout allows students to easily follow the direction of the lesson. | Lesson is somewhat organized. Delivery is a bit choppy at times due to some disruptions. Shows some use of information learned in professional development session. Inconsistent lesson layout. | Lesson is unorganized. Delivery is choppy with lots of disruptions. Little or signs of information learned in professional development session. Inconsistent layout blocks student’s ability to follow the direction of the lesson. |
| ***Students Engagement*** | Student-centered use of board for most of lesson. Students have opportunity to interact with the board manipulating objects/ completing activities/ making notes or delivering presentations. | Student-centered use of board for some of lesson. Students have opportunity to interact with the board manipulating objects/ completing activities/ making notes or delivering presentations. | Some student use of board for limited activities, but mainly teacher-created. Student activities are simple rote level interactions. | Little to no student use of board. Teacher dominates use of the board. |
| ***Assessment*** | Uses board to effectively assess student learning; Allow for student reflection of learning by students and teacher. Assessment is integral part of the lesson. | Use of board to assess student learning and allows for reflection of learning by students and teacher. | Use of board to assess student learning is limited or weak. Little reflection of learning evident in lesson. | No or limited use of board to assess student learning. No reflection evident in learning. |